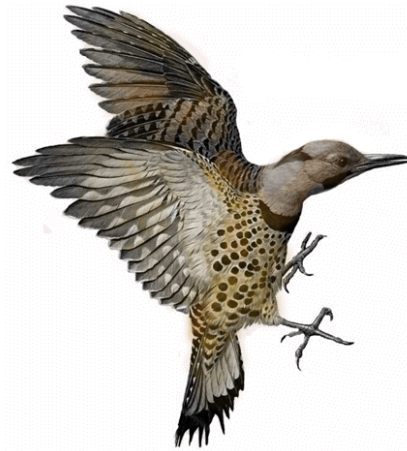


# **COMPREHENSIVE SCHOOL IMPROVEMENT PLAN**

**Rotan Independent School District**

**2011-2012**



**ROTAN INDEPENDENT SCHOOL DISTRICT  
ROTAN, TEXAS**

## **MISSION STATEMENT**

**The mission of the elementary and secondary schools of Rotan ISD is to prepare all students to function effectively, successfully, and productively in our democratic society. This mission is grounded in the belief that all students can learn and be successful in learning tasks if the teaching and learning experiences are meaningful and appropriate. To this end, the campuses are committed to applying the elements of effective schools in the daily operations of each campus.**

## **ROTAN ISD STUDENT EXIT OUTCOMES**

By the time students exit Rotan ISD, each will:

- demonstrate self-esteem as a learner and person.
- demonstrate general academic knowledge and competencies.
- demonstrate use of extended thinking skills.
- demonstrate problem solving, decision-making, and group process skills.
- utilize and adapt to technological advances.
- show respect and concern for self and others.
- demonstrate social, civic, economic, and environmental responsibility.
- be a self-directed, life-long learner.

## ROTAN ISD BELIEVES THAT . . .

### All Children . . .

- X need to be treated fairly and with respect.
- X need to feel ownership for their learning.
- X learn differently and at different rates.
- X can realize success.
- X should feel safe at school.
- X need to have their basic needs met (educational, physiological & psychological).
- X need knowledge applied to real life situations.
- X are affected by self-esteem, and self-esteem affects learning.
- X learn more if they respect their teacher.
- X respond to caring and positive attention.
- X will be held accountable for their responsibilities, actions, and success.
- X benefit and learn from success and failure.
- X need support from home.
- X have equal worth and value.
- X best exceed in an open, inviting climate of continuous courtesy, and mutual respect.

### Effective Instruction Should . . .

- X be built on previous learning/knowledge.
- X change to meet societal and student needs.
- X have purpose.
- X be flexible to meet needs of different children.
- X include a variety of instructional and learning activities.
- X have an intervention plan for failures; teach students to grow from failures.
- X be geared for student success.
- X be modified for learning styles.
- X prepare students for the future.
- X provide problem solving and critical thinking skills.
- X be enjoyable.
- X honor all levels of success.
- X provide students opportunities to exceed and reach beyond their grasp.
- X prepare students to develop positive attitudes.
- X be continually reinforced.
- X be clear, concise, and focused.

### Teachers and Administrators Should . . .

- X feel ownership for students' learning.
- X use every opportunity to build each student's self esteem.
- X hold high, accurate, and flexible expectations for all students.
- X provide a majority of class time devoted to actively engaging students in learning activities; decrease seat work time.
- X monitor guided practice as it is being completed.
- X communicate frequently with students' parents regarding student work and behavior.
- X recognize that inappropriate student behavior is reinforced by an adult's caustic, derogatory, emotional, and/or angry response.
- X avoid using homework or extra work as a discipline technique.
- X continue professional education in instructional techniques and programs.
- X teaching and learning research through workshops and seminars and/or college classes.

### School Must . . .

- X provide a safe, healthy, secure, and nurturing environment.
- X be a meaningful workplace.
- X promote self-responsibility and respect for others.
- X be a cooperative and collaborative system between family, schools, community, and business.
- X prepare students to be successful in a real, changing world.
- X be a place to be successful.
- X serve diverse cultures.

## PREFACE

### PLANNING AND THE ACADEMIC EXCELLENCE INDICATOR SYSTEM

District-wide planning and campus planning for school improvement are too important to be left to chance. As in any other form of communication, there must be a common language so that everyone will understand what is to be done, what is being done, and what has been done. There should be, without opposing discussion, a central focus on student achievement in all school improvement planning.

With student achievement as their primary focus, district and campus committees plan for increased achievement by developing comprehensive needs assessments and by developing goals, objectives, and strategies for each of the State's Academic Excellence Indicators. This Academic Excellence Indicator System (AEIS) also includes a comprehensive set of assessments of academic knowledge and skills, outcomes for exiting graduates, and participation rates. The base indicators specified in law are as follows:

1. **Texas Assessment of Knowledge and Skills (TAKS):** percent passing
2. **Completion Rate/Dropout Rate,** percent

Additional acknowledgment standards include:

1. **Student Attendance,** percent
2. **At-Risk:** percent passing
3. **Special Education:** percent passing TAKS, TAKS-Ac, TAKS-M, TAKS-Alt
4. **Special Education:** number graduating/number graduating with RHSD/DAP

This plan also addresses these goals:

1. A well balanced and appropriate curriculum will be provided for **all** students
2. To provide a safe, orderly environment in which teachers can teach effectively and students learn without disruption
3. Encourage parents to be involved in their children's education
4. Rotan ISD will apply for and utilize funds made available by the American Recovery and Reinvestment Act

Data was gathered from multiple sources including but not limited to:

1. AEIS Report
2. Performance-based Monitoring Analysis System (PBMAS) Report
3. Accountability Data Tables
4. State Compensatory Education program reports

### STATE COMPENSATORY FUNDS

Rotan ISD receives state compensatory education funding which provides significant funding used to increase students' academic achievement. These funds facilitate the education progress:

TOTAL.....\$ 329,175

## PLANNING AND APPROVAL

The Comprehensive District Improvement Plan was developed collaboratively by the following District staff:

| <u>Name</u>       | <u>Position</u>                  |
|-------------------|----------------------------------|
| Victor Amezquita  | High School Teacher              |
| Barry Bozarth     | Junior High Teacher (Special Ed) |
| Debby Burnes      | Elementary Teacher               |
| Katy Cade         | Junior High School Teacher       |
| Dale Cox          | Junior High School Teacher       |
| Martha Cox        | Junior High School Teacher       |
| Jack Dominguez    | Community Representative         |
| Mickey Early      | Junior High School Principal     |
| Jill Gladden      | High School CTE Teacher          |
| David Hargrove    | Elementary Principal             |
| Kayla Johnson     | Elementary Teacher               |
| Lauren McWilliams | Elementary Teacher (Special Ed)  |
| Jana Morales      | Elementary Teacher (Special Ed)  |
| Laurie Pittard    | High School Teacher              |
| Carol Price       | Junior High School Teacher       |
| Kent Ruffin       | Superintendent                   |
| Jay Smith         | High School Teacher              |
| Byrde Sparks      | High School Teacher              |
| Bob Spikes        | High School Principal            |
| Tricia Spikes     | High School Counselor            |
| Carla Thornton    | Business Representative          |
| Starla Weber      | Parent Representative            |

Approval: \_\_\_\_\_  
Chairperson, District Committee

## Academic Excellence Indicator System (AEIS) INDICATORS

### TAKS RESULTS from TEA Accountability Tables

**GOAL #1:** All student groups will demonstrate exemplary performance on state assessments in the areas of Reading, Writing, Math, and Social Studies.

#### NEEDS ASSESSMENT: STATE ASSESSMENT CHART

| ROTAN INDEPENDENT SCHOOL DISTRICT: STATE ASSESSMENT FOR 2010 - 2011    |                           |               |                     |                           |                        |
|--|---------------------------|---------------|---------------------|---------------------------|------------------------|
| RISD Reading / English Language Arts                                   |                           |               | RISD Math           |                           |                        |
| Population Group   | 2011 Met Passing Standard | +/- from 2010 | Population Group    | 2011 Met Passing Standard | +/- from 2010          |
| All students   | 93                        | +1            | All students        | 81                        | -6                     |
| African American*  | 90                        | -2            | African American*   | 70                        | -15                    |
| Hispanic   | 94                        | 0             | Hispanic            | 76                        | -12                    |
| White  | 92                        | 0             | White               | 86                        | 0                      |
| Eco. Disadvantaged   | 92                        | +1            | Eco. Disadvantaged  | 77                        | -9                     |
| RISD Writing   |                           |               | RISD Social Studies |                           |                        |
| Population Group   | 2011 Met Passing Standard | +/- from 2010 | Population Group    | 2011 Met Passing Standard | +/- from 2010          |
| All students   | 88                        | -6            | All students        | 91                        | +3                     |
| African American*  | -                         | -             | African American*   | 100                       | 0                      |
| Hispanic*  | 93                        | -7            | Hispanic*           | 91                        | +3                     |
| White*   | 84                        | -11           | White               | 89                        | +3                     |
| Eco. Disadvantaged*  | 88                        | -2            | Eco. Disadvantaged  | 86                        | 0                      |
| RISD Science   |                           |               | RISD At-Risk        |                           |                        |
| Population Group   | 2011 Met Passing Standard | +/- from 2010 | Test                | Number of Passers/Testers | % Met Passing Standard |
| All students   | 86                        | +9            | Reading/ELA         | 57/67                     | 85 (-4)                |
| African American*  | 100                       | +33           | Math                | 43/67                     | 64 (-11)               |
| Hispanic*  | 77                        | +5            | Writing             | 4/8                       | 50 (-50)               |
| White  | 88                        | +6            | Science             | 21/29                     | 72 (+13)               |
| Eco. Disadvantaged   | 81                        | +8            | Social Studies      | 18/22                     | 82 (-5)                |
| <b>Five students were removed from the At-Risk list for this year.</b> |                           |               |                     |                           |                        |

\*Indicates subgroup not used by TEA in rating the District: number of students tested is below 30.

**OBJECTIVE:** Rotan ISD will strive to achieve a satisfactory rating on all tests in all subgroups on state assessments from the TEA.

| ACTIONS,<br>ACTIVITIES & STRATEGIES   | RESOURCES   | PERSON (S)<br>RESPONSIBLE   | TIME LINE       |                 | Monitor<br>&<br>Adjust | FORMATIVE<br>EVALUATION  |
|---|---|---|-----------------|-----------------|------------------------|--|
|   |   |   | Implement       | Complete        |                        |  |
| 1. Each campus staff will analyze TAKS results to evaluate areas of weakness and make appropriate curriculum adjustments for all subgroups and special populations and address specific strategies in each campus plan. | *Eduphoria Computer program<br>* <b>ESC Personnel</b><br>* TAKS results from TEA                    | *Principals<br>* Tricia Spikes<br>*Rodger Marley                  | 8/22/11         | 9/30/12         |                        | *Faculty Meeting Agendas<br>*Workshop sign-in sheets<br>*Campus Improvement Plans<br>*TAKS scores<br>* <b>STAAR scores</b> |
| 2. Offer remediation classes for students who did not pass TAKS.  | *Computer Labs<br>*TAKS Prep Programs<br>*State Compensatory Funds                                  | *Principals   | 08/22/11        | 05/31/12        |                        | *Master Schedule   |
| 3. Use Accelerated Reader as appropriate to encourage & increase reading in grades K-5.   | *Accelerated Reader Program<br>*General Funds   | *Principals<br>*All LA Teachers                                   | 08/22/11        | 05/31/12        |                        | *Reports   |
| 4. Use the STAR Reading Program as appropriate to encourage reading and use as assessment for reading progress.   | * <b>STAR reading Program</b><br>* <b>General Funds</b>   | *Principals<br>*All LA Teachers                                   | 08/22/11        | 05/31/12        |                        | *Reports   |
| 5. Students will take a series of practice STAAR/TAKS tests with corrective feedback applied after each exam.   | *Benchmark exams<br>*Eduphoria program<br>*Latest TAKS practice tests                               | *Principals<br>*Tricia Spikes<br>*Rodger Marley<br>*Katrina Dixon | 8/23/2011       | 3/31/2011       |                        | *Practice STAAR/TAKS results<br>*Teacher Lesson Plans will show adjustments<br>*STAAR scores                               |
| 6. Use Eduphoria & TAMS to analyze disaggregated TAKS math, reading, writing, & social studies results; make curricular & instructional adjustments to improve achievement.   | *TAKS results<br>*Eduphoria program<br>*Texas Assessment Management System                          | *Principals<br>*Tricia Spikes<br>*Katrina Dixon                   | 8/23/2011       | 10/31/11        |                        | *Six weeks grades<br>*STAAR scores<br>*Lesson Plans  |
| 7. Use AIMSWEB in grades K-8 to monitor progress in math & reading.   | *Tri-County Staff<br>*AIMSWEB   | *Principals   | 08/22/11        | 05/31/12        |                        | *Workshop Agendas<br>*Tests Results  |
| 8. <b>Require AVID classes for students not meeting standards in high school.</b>   | * <b>AVID materials</b><br>* <b>TAKS Results</b><br>* <b>State Comp Funds</b><br>* <b>Gen Funds</b> | * <b>Bob Spikes</b>   | <b>08/22/11</b> | <b>05/31/12</b> |                        | * <b>Master Schedule</b>   |
| 9. Provide professional development and training for the use of AIMSWEB to monitor math and reading progress throughout the year.   | *Tri-County Staff   | *Superintendent   | 08/22/11        | 02/19/12        |                        | *Sign-in Sheets<br>*STAAR scores   |

| ACTIONS,<br>ACTIVITIES & STRATEGIES  | RESOURCES   | PERSON (S)<br>RESPONSIBLE                    | TIME LINE       |                 | Monitor<br>&<br>Adjust | FORMATIVE<br>EVALUATION    |
|--|---|--|-----------------|-----------------|------------------------|----------------------------|
|  |   |  | Implement       | Complete        |                        |                            |
| 10. Use <b>USA Test Prep, IXL</b> , and Study Island programs for all students in Junior High to provide intensive, targeted remediation in all core subjects. | *General Funds<br>*Software<br>* Rural Tech Grant | *Mickey Early<br>*Jr. High Teachers          | 08/22/11        | 05/31/12        |                        | *Reports<br>*STAAR scores  |
| 11. Use PLATO program for high school students in all TAKS/STAAR related courses.  | *General Funds<br>*Rural Tech Grant               | *Bob Spikes<br>*Core Teachers at High School | 08/22/11        | 05/31/12        |                        | *Reports<br>*STAAR scores  |
| <b>12. Create a Student Level Review profile for all students to track assessment, attendance, and discipline issues.</b>                                      | *Eduphoria Software<br>* Gen Funds                | * Counselor                                  | <b>08/22/11</b> | <b>05/31/12</b> |                        | *SLRs                      |
| 13. Use the IXL and Education City programs for elementary students.   | * <b>Title I Funds</b>                            | *David Hargrove<br>*Teachers                 | 08/22/11        | 05/31/12        |                        | *Invoices<br>*STAAR scores |
| 14. <b>Continue</b> the CSCOPE Curriculum with training for teachers in all core subjects.   | *General Funds                                    | *ESC 14 Consultants<br>*Principals           | 08/22/11        | 05/31/12        |                        | *Invoices<br>*Lesson Plans |
| <b>15. Implement Instructional Rounding at the high school to identify strengths and weaknesses in instruction.</b>  | *General Funds (Subs)                             | *Bob Spikes                                  | <b>08/22/11</b> | <b>05/31/12</b> |                        | *Sign-In Sheets            |

## COMPLETION RATE AND DROPOUT RATE

**GOAL #2:** To significantly increase the percentage of students who complete high school and do not drop out.

**NEEDS ASSESSMENT:** COMPLETION RATE AND DROPOUT RATE CHART

| STUDENT GROUPS             | CLASS OF 2010<br>COMPLETION RATE |                 | CLASS OF 2009<br>COMPLETION RATE |                 |
|----------------------------|----------------------------------|-----------------|----------------------------------|-----------------|
|                            | # of Completers                  | Completion Rate | # of Completers                  | Completion Rate |
| All Students               | 26/28                            | 92.9%           | 21/28                            | 75.0%           |
| African American           | 3/4                              | 75.0%           | 4/5                              | 80.0%           |
| Hispanic                   | 9/9                              | 100.0%          | 7/12                             | 58.3%           |
| White                      | 12/13                            | 92.3%           | 10/11                            | 90.9%           |
| Economically Disadvantaged | 12/14                            | 85.7%           | 11/17                            | 64.7%           |

| STUDENT GROUPS             | 2009-2010 DROPOUT DATA:<br>GRADES 7 & 8 |              | 2008-2009 DROPOUT DATA:<br>GRADES 7 & 8 |              |
|----------------------------|---|--------------|---|--------------|
|                            | # of Dropouts                           | Dropout Rate | # of Dropouts                           | Dropout Rate |
| All Students               | 0                                       | 0.0%         | 0                                       | 0.0%         |
| African American           | 0                                       | 0.0%         | 0                                       | 0.0%         |
| Hispanic                   | 0                                       | 0.0%         | 0                                       | 0.0%         |
| White                      | 0                                       | 0.0%         | 0                                       | 0.0%         |
| Economically Disadvantaged | 0                                       | 0.0%         | 0                                       | 0.0%         |

**OBJECTIVE:** In 2011-2011, Rotan ISD's dropout rate will remain 0.0% and the completion rate will be 90% or greater.

| ACTIONS,<br>ACTIVITIES & STRATEGIES  | RESOURCES  | PERSON (S)<br>RESPONSIBLE                         | TIME LINE |          | Monitor<br>&<br>Adjust | FORMATIVE<br>EVALUATION                                |
|--|--|---|-----------|----------|------------------------|--|
|  |  |   | Implement | Complete |                        |  |
| 1. Provide tutorials and/or remedial classes for students who do not pass TAKS   | *Instructional materials<br>*TAKS practice materials<br>*TAKS practice tests | *Principals<br>*Teachers                          | 08/22/11  | 05/31/12 |                        | *Six weeks grades<br>*STAAR results                    |
| 2. Provide on-going evaluation of the progress of at-risk students   | *Student records<br>*Six weeks grades<br>*TAKS scores                        | *Principal<br>*Counselors<br>*Teachers            | 08/22/11  | 05/31/12 |                        | *Improved grades<br>* Evaluation of At-Risk Report     |
| 3. Aggressively track absences   | * Daily Attendance Reports   | *Principals<br>*Counselors                        | 08/22/11  | 05/31/12 |                        | *District ADA Reports                                  |
| 4. Notify & involve parents when students perform unsatisfactorily   | *Student records<br>*Teacher's notifications                                 | *Principals<br>*Teachers                          | 08/22/11  | 05/31/12 |                        | *Daily & six weeks grades<br>*Notification Logs        |
| 5. Provide TRiO Talent Search & Upward Bound for First Generation College Bound students   | * Western Texas College staff  | *Bob Spikes<br>*Tricia Spikes                     | 08/22/11  | 05/31/12 |                        | *WTC Reports   |
| 6. All students in appropriate grades participate in Abstinence Based Coalition Program  | *Abstinence curriculum<br>*Abstinence Based Coalition                        | *Janis Inman<br>*Nurses & Counselors              | 08/22/11  | 05/31/12 |                        | *Improved behavior<br>*Decrease number of PEP students |
| 7. Provide following services to pregnant/ postpartum students:  | *\$2,745 (State Comp. Funds)   | *Janis Inman                                      | 08/22/11  | 05/31/12 |                        | *Tutorial logs<br>*Other documentation                 |
| A. school & other health services  | *School/health support   | *Janis Inman<br>*Nurses<br>*Local health agencies | 08/22/11  | 05/31/12 |                        | *Agency records  |
| B. counseling services, including individual peer, self-help, & career guidance  | *Counseling materials  | *Janis Inman<br>*Nurses & Counselors              | 08/22/11  | 05/31/12 |                        | *Student contact logs                                  |
| C. transportation of students, as appropriate, to & from campus, community service agency, place of employment   | *Travel allowance  | *Janis Inman<br>*Counselors                       | 08/22/11  | 05/31/12 |                        | *Travel logs   |
| D. assistance in obtaining PEP students services such as health & nutrition programs & prenatal health care from governmental agencies & community service organizations | *Agencies' expertise<br>*Agencies' resources                                 | *Janis Inman<br>*Counselors                       | 08/22/11  | 05/31/12 |                        | *Services provided                                     |
| E. instruction in knowledge/skills in child development, parenting, home/family living, & appropriate job readiness training pregnancy                                   | *Curriculum guides   | *Janis Inman                                      | 08/22/11  | 05/31/12 |                        | *Lesson plans  |

| ACTIONS,<br>ACTIVITIES & STRATEGIES  | RESOURCES                            | PERSON (S)<br>RESPONSIBLE                    | TIME LINE |          | Monitor<br>&<br>Adjust | FORMATIVE<br>EVALUATION                |
|--|--------------------------------------|--|-----------|----------|------------------------|--|
|  |                                      |  | Implement | Complete |                        |  |
| F. child care for students' existing children  | *Child care agencies                 | *Janis Inman                                 | 08/22/11  | 05/31/12 |                        | *Child care enrollment                 |
| G. case management, service coordination & specialized counseling  | *State & local guidelines            | *Janis Inman                                 | 08/22/11  | 05/31/12 |                        | *Services provided                     |
| H. compensatory education home instruction   | *Instructional units                 | *Janis Inman                                 | 08/22/11  | 05/31/12 |                        | *Students' assignments<br>*Travel logs |
| I. second medical opinions   | *Medical personnel                   | *Janis Inman                                 | 08/22/11  | 05/31/12 |                        | *Telephone logs<br>*Travel logs        |
| 8. Provide the following documentation concerning expectant students:  |                                      |  |           |          |                        |  |
| A. verification of pregnancy   | *Medical personnel                   | *Janis Inman                                 | 08/22/11  | 05/31/12 |                        | *Medical records                       |
| B. individualized PRS plan   | *School/health files                 | *Janis Inman                                 | 08/22/11  | 05/31/12 |                        | *PRS plan                              |
| C. certified teacher's log of weekly home instruction provided   | *Instructional units<br>*Assignments | *Janis Inman                                 | 08/22/11  | 05/31/12 |                        | *Contact logs<br>*Travel logs          |
| D. documentation from medical practitioner prescribing compensatory education home instruction during prenatal period            | *Medical personnel                   | *Janis Inman                                 | 08/22/11  | 05/31/12 |                        | *Medical prescriptions                 |
| E. documentation of date of end of student's pregnancy   | *Medical personnel                   | *Janis Inman                                 | 08/22/11  | 05/31/12 |                        | *Doctor's verification                 |
| F. verification by U.S. licensed physician that a student is anticipated to be confined for a two- to six-week postpartum period | *Medical personnel                   | *Janis Inman                                 | 08/22/11  | 05/31/12 |                        | *Doctor's verification                 |
| H. doctor's release of student to resume services at a district facility following compensatory education home instruction       | *Medical personnel                   | *Janis Inman                                 | 08/22/11  | 05/31/12 |                        | *Doctor's verification                 |
| 9. Work with Sheriff's Department to decrease number of truancies by issuing tickets to three-time offenders                     | *None needed                         | *Principal<br>*Sheriff's Department<br>Staff | 08/22/11  | 05/31/12 |                        | *Attendance Rate                       |
| 10. Work with Homeless & Unaccompanied Youth   | *McKinney-Vento Funds                | *Tricia Spikes                               | 08/22/11  | 05/31/12 |                        | *Counselor's records                   |

| ACTIONS,<br>ACTIVITIES & STRATEGIES  | RESOURCES  | PERSON (S)<br>RESPONSIBLE        | TIME LINE       |                 | Monitor<br>&<br>Adjust | FORMATIVE<br>EVALUATION |
|--|--|----------------------------------|-----------------|-----------------|------------------------|-------------------------|
|  |  |                                  | Implement       | Complete        |                        |                         |
| 11. Rotan High School will participate in the Online College Preparation Assistance Pilot Program  | *ConnectEDU<br>*ESC Personnel                      | *Bob Spikes<br>*Tricia Spikes    | 08/22/11        | 05/31/12        |                        | *Student Records        |
| 12. Instruct all 8th grade students regarding TEXAS Grant & Teach for TEXAS Grant  | *Four-Year Plan                                    | *Tricia Spikes<br>*Rodger Marley | 08/22/11        | 05/31/12        |                        | *Student participation  |
| 13. Actively pursue students who have not passed all parts of the Exit Level TAKS tests to re-enroll into high school to complete the testing program. | * General Funds                                    | *Bob Spikes<br>*Tricia Spikes    | 08/22/11        | 05/31/12        |                        | *Student Records        |
| <b>14. Implement Advancement Via Individual Determination at high school.</b>  | *AVID materials<br>*State Comp Funds<br>*Gen Funds | *Bob Spikes                      | <b>08/22/11</b> | <b>05/31/12</b> |                        | <b>*Master Schedule</b> |

## AT-RISK IDENTIFICATION CRITERIA

At-Risk indicates whether a student is currently identified as at risk of dropping out of school. A student is identified as at-risk if the student meets at least one of the following criteria:

A student at-risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
7. has been expelled in accordance with TEC §37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by TEC §29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments;
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home; or
- \*14. failed a mandatory drug test for extra-curricular activities during the current or previous year.**

## WELL BALANCED CURRICULUM

**GOAL #3:** A well balanced and appropriate curriculum will be provided for **all** students.

**OBJECTIVE:** Students will be able to apply problem solving and critical thinking skills within the school setting and within appropriate supplemental programs.

| ACTIONS,<br>ACTIVITIES & STRATEGIES   | RESOURCES  | PERSON (S)<br>RESPONSIBLE                          | TIME LINE |          | Monitor<br>&<br>Adjust | FORMATIVE<br>EVALUATION                                    |
|---|--|--|-----------|----------|------------------------|--|
|   |  |  | Implement | Complete |                        |  |
| 1. RISD will maintain a G/T curriculum that will give students academic enrichment.   | *Computer Labs<br>*G/T Funds                         | *Principals<br>*Lauren McWilliams<br>*G/T Teachers | 08/22/11  | 05/31/12 |                        | *Class Rosters<br>*Lesson Plans                            |
| 2. RISD will maintain an ESL curriculum that will benefit the LEP students academically.  | *ESL Funds<br>*ESL Aide                              | *Principals<br>*Rodger Marley                      | 08/22/11  | 05/31/12 |                        | *Six Weeks Grades<br>*STAAR results                        |
| 3. RISD will maintain a Dyslexic curriculum to benefit students with Dyslexia tendencies.   | *Dyslexia Funds<br>* <b>Alphabet Phonics Program</b> | *Principals<br>*Byrde Sparks                       | 08/22/11  | 05/31/12 |                        | *Master Schedule   |
| 4. RISD will provide appropriate curriculum and assistance to Migrant students with an emphasis on Priority for Services.                                     | *Migrant Funds                                       | *America Yanez<br>*Rodger Marley                   | 08/22/11  | 05/31/12 |                        | *PAC minutes<br>*NGS data<br>*Quality Control by Region 14 |
| 5. RISD will maintain Early Childhood and Pre-Kindergarten programs to benefit at-risk students.  | *General Funds                                       | *Kent Ruffin<br>*David Hargrove                    | 08/22/11  | 05/31/12 |                        | *Attendance Records  |
| 6. RISD will maintain the Headstart Program to benefit at-risk children.  | *State Comp Funds<br>*Federal Headstart Funds        | *Kent Ruffin<br>*David Hargrove                    | 08/22/11  | 05/31/12 |                        | *Attendance Records  |
| 7. RISD will offer a Career and Tech. Education (CATE) program to prepare non-college bound students for entrance into a vocational school or the work force. | *CATE Funds  | *Bob Spikes<br>*Tricia Spikes                      | 08/22/11  | 05/31/12 |                        | *Master Schedule   |
| 8. The At-Risk Program will be evaluated each year during the first six weeks.  | *General Funds<br>*State Comp Funds                  | *Rodger Marley                                     | 08/22/11  | 10/02/09 |                        | *At-Risk Evaluation  |
| 9. Junior High students will be counseled to make informed curriculum choices to be prepared for success beyond high school.                                  | *EXPLORE test results<br>*Pre-registration forms     | *Tricia Spikes<br>*Rodger Marley                   | 08/22/11  | 05/31/12 |                        | *Class registration forms                                  |
| 10. High School will encourage and increase student involvement in dual credit & college courses.   | *WTC   | *Bob Spikes<br>*Tricia Spikes                      | 08/22/11  | 5/31/09  |                        | *Completion Records<br>*Class Enrollment Records           |

## VIOLENCE PREVENTION AND INTERVENTION ON CAMPUSES

**GOAL #4:** To provide a safe, orderly environment in which teachers can teach effectively and students learn without disruption.

**NEEDS ASSESSMENT:** Although Rotan ISD campuses enjoy safe and orderly environments; campuses must develop strategies to prevent violence.

**OBJECTIVE:** Each campus will develop goals and methods for violence prevention and intervention.

| ACTIONS,<br>ACTIVITIES & STRATEGIES   | RESOURCES  | PERSON (S)<br>RESPONSIBLE        | TIME LINE       |                 | Monitor<br>&<br>Adjust | FORMATIVE<br>EVALUATION                         |
|---|--|----------------------------------|-----------------|-----------------|------------------------|---|
|   |  |                                  | Implement       | Complete        |                        |   |
| 1. Maintain Crisis Management Plan  | *CMP Notebook<br>*Crisis Management Committee    | *Tricia Spikes                   | 08/22/11        | 05/31/12        |                        | *CMP<br>*Sign-in sheets                         |
| 2. Maintain Security Surveillance System at the high school.  | *General Funds                                   | *Bob Spikes                      | 08/22/11        | 05/31/12        |                        | *Surveillance Records                           |
| 3. RISD will provide speakers that promote the morals and mission of the school.  | *General Funds<br>*Abstinence Based Coalition    | *Bob Spikes                      | 08/22/11        | 05/31/12        |                        | *Schedule of events                             |
| 4. RISD will hold disaster drills as described in the Crisis Management Plan  | *CMP Notebook                                    | *Principals                      | 08/22/11        | 05/31/12        |                        | *Disaster drill records                         |
| 5. RISD will provide professional development training on child abuse and harassment.                                     | *Gov't Website<br>*Board Policy                  | *Kent Ruffin                     | 08/22/11        | 05/31/12        |                        | *In-service Sign-in sheet<br>*Employee Handbook |
| 6. RISD will enforce all protective orders and provide awareness education for students and parents on dating violence. † | *Abstinence Based Coalition<br>*Sheriff's Office | *Tricia Spikes<br>*Principals    | 08/22/11        | 05/31/12        |                        | *Counselor Reports<br>*ABC Reports              |
| 7. Each Campus will develop a reward system to encourage proper behavior.   | *General Funds                                   | *Principals                      | 08/22/11        | 05/31/12        |                        | *CIPs<br>*Financial Invoices                    |
| <b>8. Implement Students Against Violence Everywhere (S.A.V.E.) program at the high school.</b>                           | *Community Donations<br>*General Funds           | *Tricia Spikes<br>*Katrina Dixon | <b>08/22/11</b> | <b>05/31/12</b> |                        | <b>*S.A.V.E. Documents</b>                      |

†Dating violence is the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a current or past dating relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or was once in a marriage or dating relationship with the person committing the offense.

## STUDENT ATTENDANCE

**GOAL #5:** Maximize student **ATTENDANCE** to improve student academic achievement.

**NEEDS ASSESSMENT:** While RISD maintains an above state average for attendance, we will strive to improve.

**OBJECTIVE:** RISD will maintain a 97% attendance rate.

| ACTIONS,<br>ACTIVITIES & STRATEGIES   | RESOURCES                  | PERSON (S)<br>RESPONSIBLE                  | TIME LINE       |                 | Monitor<br>&<br>Adjust | FORMATIVE<br>EVALUATION                                 |
|---|----------------------------|--|-----------------|-----------------|------------------------|---|
|   |                            |  | Implement       | Complete        |                        |   |
| 1. Rotan ISD will aggressively track absences.  | *TxEIS admission slips     | *Principals                                | 08/22/11        | 05/31/12        |                        | *Daily Attendance Reports                               |
| 2. Require students to provide note from parent or doctor when absent.  | *No extra resources needed | *Principals                                | 08/22/11        | 05/31/12        |                        | *Daily Attendance Reports                               |
| 3. Require Summer School for students with excessive absences.  | *General Fund              | *Principals<br>*Summer School<br>Personnel | 08/22/11        | 05/31/12        |                        | *Summer School Attendance<br>Reports                    |
| 4. Reward students with perfect attendance.   | *General Fund              | *Principals                                | 08/22/11        | 05/31/12        |                        | *Daily Attendance Reports<br>*Perfect Attendance Report |
| 5. RISD will provide a VAC program to encourage students with special needs to stay in school.                      | *General Fund              | *Bob Spikes<br>*Frank Miranda              | 08/22/11        | 05/31/12        |                        | *Time sheets<br>*Daily Attendance Reports               |
| 6. Each Campus will develop a reward system to encourage attendance.  | *General Funds             | *Principals                                | 08/22/11        | 05/31/12        |                        | *CIPs<br>*Financial Invoices                            |
| <b>7. Rotan ISD will develop Truancy Prevention Measures (TPM) in accordance with TEC 25.0915 and Board Policy.</b> | <b>*General Funds</b>      | <b>*Superintendent</b>                     | <b>08/22/11</b> | <b>05/31/12</b> |                        | <b>Adopted TPM</b>                                      |

## PARENTAL INVOLVEMENT

**GOAL #6:** Encourage parents to be involved in their children's education.

**NEEDS ASSESSMENT:** Research indicates that children's academic achievement levels are higher when parents are regularly involved in the student's educational process.

**OBJECTIVE:** Each campus will develop a program to encourage parental involvement.

| ACTIONS,<br>ACTIVITIES & STRATEGIES  | RESOURCES                                | PERSON (S)<br>RESPONSIBLE                    | TIME LINE |          | Monitor<br>&<br>Adjust | FORMATIVE<br>EVALUATION   |
|--|--|--|-----------|----------|------------------------|---|
|  |  |  | Implement | Complete |                        |   |
| 1. Provide an active Room Parents Association in Elementary  | *Meeting places                          | *David Hargrove                              | 08/22/11  | 05/31/12 |                        | *Minutes  |
| 2. Hold Parent Advisory Council meetings for Migrant Ed. Program   | *Migrant Funds                           | *Rodger Marley                               | 08/22/11  | 05/31/12 |                        | *PAC Minutes  |
| 3. Hold Open House / Meet the Teacher at each campus   | *No extra resources needed               | *Principals<br>*Teachers                     | 08/22/11  | 10/09/10 |                        | *Parent sign-in sheets  |
| 4. Parents will be encouraged to attend and help out with the Headstart Program  | *Headstart Funds<br>*Headstart materials | *Headstart Teachers<br>*David Hargrove       | 08/22/11  | 05/31/12 |                        | *Sign-in sheets   |
| 5. Junior High parents will meet with school staff to develop Four-Year Plan for high school.  | *General Funds                           | *Rodger Marley<br>*Tricia Spikes             | 08/22/11  | 05/31/12 |                        | *Sign-in rosters  |
| 6. Parents will be notified of student progress on a regular basis.  | *TxEIS grade book                        | *Principals                                  | 08/22/11  | 05/31/12 |                        | *Report Cards and Progress reports<br>*Academic improvement of students |
| 7. RISD will provide a financial aid seminar for parents of high school students that includes information on the TEXAS grant program and the Teach for Texas grant program. | *Financial Aide Packets                  | *Tricia Spikes                               | 08/22/11  | 05/31/12 |                        | *Seminar Sign-in sheets<br>*Seminar Agenda                              |
| 8. Encourage parents to attend ARD and LPAC meetings.  | *Tri-county Funds<br>*Migrant Funds      | *Principals<br>*Migrant Services Coordinator | 08/22/11  | 05/31/12 |                        | *PAC minutes<br>*ARD minutes  |
| 9. Rotan Elementary will hold Title I Parent meetings as required.   | *No extra resources needed               | *David Hargrove                              | 08/22/11  | 05/31/12 |                        | *Sign-in sheets   |

## SPECIAL EDUCATION INDICATORS

**GOAL #7:** To reduce the percentage of students in Special Education (SPE) to a level that does not exceed the state median including that of each ethnic group (African American, Hispanic and White) and Economically Disadvantaged.

**Z99-**The district will appropriately provide special education and related services, including early intervention services and training necessary to support these programs, to students who are eligible for those services. The district will work with campus personnel and personnel and programs through the Tri-County SSA to accomplish this task.

| RISD Special Education Students         |                        |                        |                        |
|---|------------------------|------------------------|------------------------|
|   | 2011                   | 2010                   |                        |
| Test with TAKS or TAKS Accommodated     | % Met Passing Standard | % Met Passing Standard | +/- from Previous Year |
| Reading/ELA                             | 83                     | 88                     | -5                     |
| Math                                    | 61                     | *                      |                        |
| Writing                                 | *                      | *                      |                        |
| Science                                 | 64                     | 17                     | +47                    |
| Social Studies                          | 100                    | 57                     | +43                    |
| *Fewer than five students participated. |                        |                        |                        |

| RISD Special Education Students                              |      |      |
|--|------|------|
|  | 2010 | 2009 |
| SPED Graduated   | 6/7  | 9/9  |
| SPED RHSP/DAP  | 1/5  | 0/9  |
| Data taken from Performance-Based Monitoring Analysis System |      |      |

| ACTIONS,<br>ACTIVITIES & STRATEGIES  | RESOURCES                                 | PERSON (S)<br>RESPONSIBLE                                    | TIME LINE |          | Monitor<br>&<br>Adjust | FORMATIVE<br>EVALUATION                            |
|--|---|--|-----------|----------|------------------------|--|
|  |   |  | Implement | Complete |                        |  |
| 1. Adequately implement pre-referral intervention strategies.  | *Tri-County Staff<br>*Pre-referral Manual | *Principals<br>*Counselors<br>*Prevention Intervention Teams | 08/22/11  | 05/31/12 |                        | *Lesson plans<br>*PIT Records<br>*Referral Records |
| 2. Provide professional development and training for staff in: distinguishing between a learning disability and a cultural difference. | *Workshop materials                       | *Principals<br>*Tri-County Staff                             | 08/22/11  | 05/31/12 |                        | *Workshop sign-in sheet                            |
| 3. Discuss the effects of cultural and environment influences at ARD Meetings.   | *Tri-County materials                     | *Principals<br>* Tri-County Staff                            | 08/22/11  | 05/31/12 |                        | *ARD minutes                                       |
| 4. Ensure use of evaluation instruments that are not discriminatory on a racial or cultural basis.                                     | *No extra resources needed                | *Principals<br>* Tri-County Staff                            | 08/22/11  | 05/31/12 |                        | *Student Full and Individual Evaluations           |
| 5. Provide professional development and training for SPE and regular education teachers.   | *Tri-County Staff                         | *Principals  | 08/22/11  | 05/31/12 |                        | *In-Service Sign-in sheets                         |
| 6. Continue strategies to increase the number of SPE students who graduate with RHSD.  | *Tri-County Staff                         | *Superintendent<br>*Terry Wyatt<br>*Bob Spikes               | 08/22/11  | 05/31/12 |                        | *Written plan on PBMAS                             |

## MIGRANT EDUCATION INDICATORS

**GOAL #8:** Rotan ISD will make adequate provision for serving the Migrant students and their families.

**Needs Assessment:** RISD will use the NCLB Consolidated Compliance Report requirements to ensure all needs are met.

| ACTIONS,<br>ACTIVITIES & STRATEGIES  | RESOURCES                                   | PERSON (S)<br>RESPONSIBLE         | TIME LINE |          | Monitor<br>&<br>Adjust | FORMATIVE<br>EVALUATION              |
|--|---|-----------------------------------|-----------|----------|------------------------|--------------------------------------|
|  |   |                                   | Implement | Complete |                        |                                      |
| 1. Use Building Bridges program and New Generation System (NGS) to identify preschool migrant children.          | *Building Bridges<br>*NGS                   | *Rodger Marley<br>*America Yanez  | 08/22/11  | 05/31/12 |                        | *School records                      |
| 2. Give service priority to migrant children who are failing or most at risk of failing.                         | *Priority for Services (PFS) Report<br>*NGS | *Rodger Marley<br>*America Yanez  | 08/22/11  | 05/31/12 |                        | *PFS Report                          |
| 3. Identify and address the special education needs of migrant children.   | *Tri-County materials                       | *Principals<br>* Tri-County Staff | 08/22/11  | 05/31/12 |                        | *ARD minutes                         |
| 4. Establish a Parent Advisory Council (PAC) for migrant program.  | *No extra resources needed                  | *Rodger Marley                    | 08/22/11  | 05/31/12 |                        | *PAC Minutes                         |
| 5. Survey parents of migrant students to evaluate and improve the effectiveness of the program.                  | *No extra resources needed                  | *Rodger Marley<br>*America Yanez  | 08/22/11  | 05/31/12 |                        | *Survey Results                      |
| 6. Ensure that all MEP funds are only used for migrant students or for school-wide program and are supplemental. | *Migrant Funds                              | *Principals<br>*Pat Porter        | 08/22/11  | 05/31/12 |                        | *Purchase Orders for MEP funds       |
| 7. Time and effort records will be maintained for staff who are split-funded.                                    | *No extra resources needed                  | *Principals<br>*Pat Porter        | 08/22/11  | 05/31/12 |                        | *Master Schedules<br>*Sign-In Sheets |
| 8. Student records will be requested and transferred in a timely manner.   | *No extra resources needed                  | *Principals                       | 08/22/11  | 05/31/12 |                        | *School records                      |

### Job Description of Migrant Education Program (MEP) Personnel

1. Attend annual trainings provided through Region 14.
2. Participate in Parent Advisory Councils (PAC's) twice annually.
3. Identify and recruit potential migrant students.
4. Enter education and health data into the New Generation System (NGS) as needed.
5. Serve families through Migrant Services Coordination.
6. Work with families in educating three- and four- year olds.
7. Assist secondary students in credit accrual.
8. Assist graduating migrant students in postsecondary opportunities.

## Highly Qualified Plan

**GOAL #9: Rotan ISD will be 100% Highly Qualified in all positions as required by Section 1119 of the No Child Left Behind (NCLB).**

**OBJECTIVE: District will employ and maintain highly qualified teachers for all campuses.**

| ACTIONS,<br>ACTIVITIES & STRATEGIES   | RESOURCES  | PERSON (S)<br>RESPONSIBLE            | TIME LINE |          | Monitor<br>&<br>Adjust | FORMATIVE<br>EVALUATION                     |
|---|--|--------------------------------------|-----------|----------|------------------------|---|
|   |  |                                      | Implement | Complete |                        |   |
| 1. District will employ highly qualified teachers for all campuses unless no candidate is qualified.  | *No extra resources needed                                 | *Principals                          | 08/22/11  | 05/31/12 |                        | *Highly Qualified Report                    |
| 2. District will recruit highly qualified teachers by expanding the regions of advertisement.   | *General Funds<br>(\$200 per year)                         | *Superintendent<br>*Principals       | 08/22/11  | 05/31/12 |                        | *Disbursement Reports                       |
| 3. Paraprofessionals will master the standards for Highly Qualified.  | *ESC14 Staff   | *Principals                          | 08/22/11  | 05/31/12 |                        | *Certificates from Paraprofessional Academy |
| 4. Contract with ESC14 to provide staff development and training for teachers not highly qualified.   | *Title II, Part D Funds<br>(\$1, 543)<br>*Title II, Part A | *Ronnie Kincaid                      | 08/22/11  | 05/31/12 |                        | *Payment Schedules                          |
| 5. District will provide incentives to highly qualified teachers to stay in Rotan.  | *General Funds<br>(\$6000 per year)                        | *Superintendent<br>*Business Manager | 08/22/11  | 05/31/12 |                        | *Reimbursement Forms                        |
| 6. Campuses that are not 100% Highly Qualified shall perform a Highly Qualified Teacher Focused Data Analysis and develop a Highly Qualified Teacher Continuous Improvement Plan. | *ESC14 Staff<br>*TEA Manual                                | *Superintendent<br>*Principals       | 08/22/11  | 05/31/12 |                        | *TEA Documentation                          |

For the 2011-2012 school year, Rotan ISD is 100% Highly Qualified.